

Curriculum-Focused Walk-Through Quick Reference- Reading Grade 4

	Is the MCPS curriculum being taught?	Are instructional practices consistent with MCPS curriculum? Is there evidence that formative assessment is being utilized?
Quarter One	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishing literacy processes of <i>before, during</i> and <i>after</i> reading strategies, independent reading, literature circles <input type="checkbox"/> Strategy Lessons-Making Connections, Determining Importance, Questioning, Visualizing, Synthesizing, and Inferring, text features, cause/effect, main idea, and drawing conclusions, distinguishing between fact and opinion <input type="checkbox"/> Small group instruction-comprehension and fluency <input type="checkbox"/> Vocabulary instruction-concept mapping, context clues, word sorts, VOC, prefixes and roots <input type="checkbox"/> Fantasy, fables, and author studies: Phyllis Reynolds Naylor, Patricia Polacco <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing personal narrative using writing process, writing a fable <input type="checkbox"/> Introduction to Writer’s Notebook <input type="checkbox"/> Grammar- generic lesson format, lessons: sentences, compound sentences, run-on sentences, subject-verb agreement <input type="checkbox"/> Spelling explorations- high frequency words, letter and sound explorations, plurals, and compound words 	<p>The Teacher:</p> <ul style="list-style-type: none"> • provides 130 minutes of reading/language arts instruction using the literacy block model (includes daily small group instruction for all students). • maintains a literacy rich learning environment. • facilitates interactive and thoughtful student discussions about strategy use and elements of literary and informational text to support reading comprehension, vocabulary, and fluency. • uses <i>before, during and after</i> reading format to help students develop comprehension and fluency when reading across all curriculum areas. • uses effective prompts to support students as they problem-solve on words and word meaning. • uses effective prompts to develop student’s written communication skills. • checks students understanding of the instructional focus • differentiates to meet students’ needs. • uses assessment to guide instruction. • models effective reading strategies and traits of strong writing. • provides time for students to independently practice reading and writing. • balances instruction of reading and writing purposes, making connections were applicable. <p>The Student:</p> <ul style="list-style-type: none"> • works individually, in pairs, in small groups, and as a whole class. • engages in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • uses speaking and/or writing to express ideas. • monitors own learning using <i>before, during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • reads and writes independently.
Quarter Two	<p>Reading Purposes- Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Small Group Instruction-Reading Fluency, Novel study of <i>Stone Fox</i>, <input type="checkbox"/> Strategy Lessons-Anticipation guide, Before, During, and After strategies, Reading challenging text, Making Connections, Determining Importance and Questioning, Study Skills Strategies-SQ3R, Vocabulary-Using the Context, Vocabulary web, Analogies <input type="checkbox"/> Genre Study: Realistic and historical fiction and author study: Eloise Greenfield <input type="checkbox"/> Literature Circles, Organizational Text Structures of Informational Text, Integrated Reading/Social Studies Content and Common Task, Test Taking Practice-Strategies for Answering a BCR <p>Writing Purpose-To Inform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research writing using the AGOPP model <input type="checkbox"/> Grammar lessons: Nouns, Verbs, Adjectives, Conjunctions, and Prepositions <input type="checkbox"/> Spelling/Word Study: Derivatives, Suffixes 	
Quarter Three	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Genre Study: Plays, Biography, Autobiography, and Memoir <input type="checkbox"/> Author Studies: Eve Bunting and Seymour Simon <input type="checkbox"/> Content Connections in Social Studies Lessons, <input type="checkbox"/> Integrated Reading/Science with a Common Task <input type="checkbox"/> Small Group Instruction: Reading Fluency Techniques, Before, During, and After Reading Strategies, and Vocabulary <p>Writing Purposes- To Persuade and To Express Personal Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a Persuasive Essay or another persuasive form <input type="checkbox"/> Writing a Autobiographical Sketch 	
Quarter Four	<p>Reading Purposes- Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Genre Study: Poetry and Mystery <input type="checkbox"/> Content Connections in Social Studies Lessons <input type="checkbox"/> Integrated Reading/Social Studies with a Common Task <input type="checkbox"/> Vocabulary <input type="checkbox"/> Small Group Instruction: Reading Fluency Lessons, Before, During, and After Reading Strategies <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Poetry <input type="checkbox"/> Writing a Mystery <input type="checkbox"/> Grammar: Generic Grammar Lesson Format 	

